KHILTE PHOOL

RADIO FEASIBILITY PROJECT

A REPORT

Mira Chowdhry

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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CHAPTER 1

KHILTE PHOOL — WHY, WHAT AND WHEN

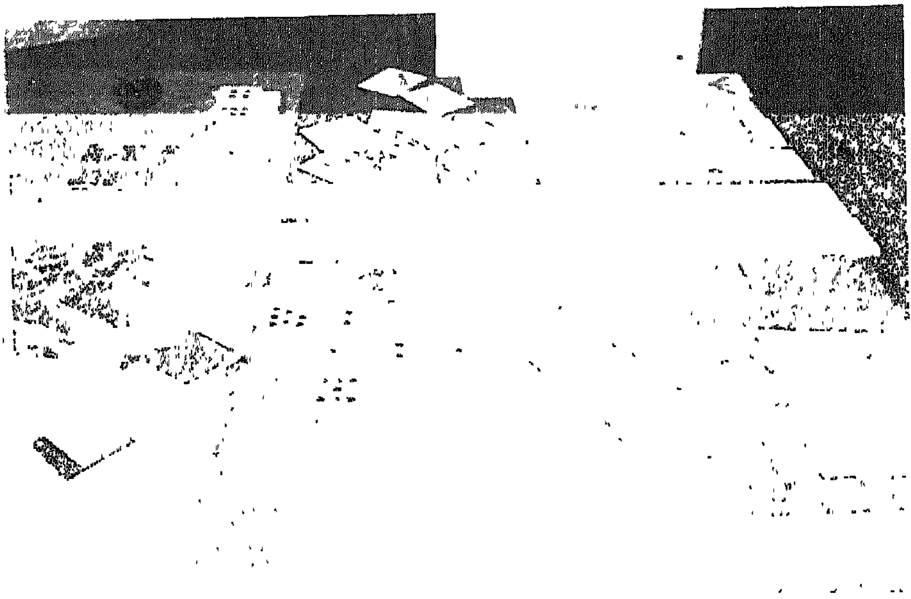
1. BACKGROUND

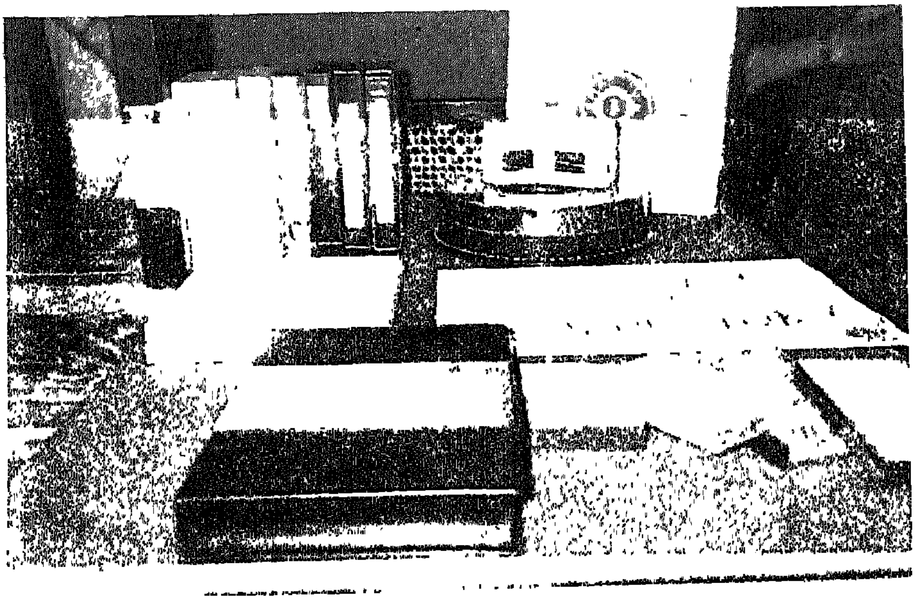
Realising the paucity of well sequenced and entertaining material for young children, the Government of India and UNICEF agreed in 1975 to collaborate in setting up a CHILDREN'S MEDIA LABORATORY (CML) in the National Council of Educational Research and Training (NCERT), New Delhi, with the specific objectives of discovering and developing inexpensive, nonformal and effective media of educational and entertainment value for children in the age group of three to eight years.

The CML started functioning in 1977 Since then it has undertaken considerable developmental and research work primarily in four media· Print materials, play materials, visual and projected aids, and audio programmes for young children.

1.1 CML Efforts in the Audio Medium: The thrust of the work in this area has been three fold:

(a) Monitoring of Children's Programmes broadcast from various stations of All India Radio.





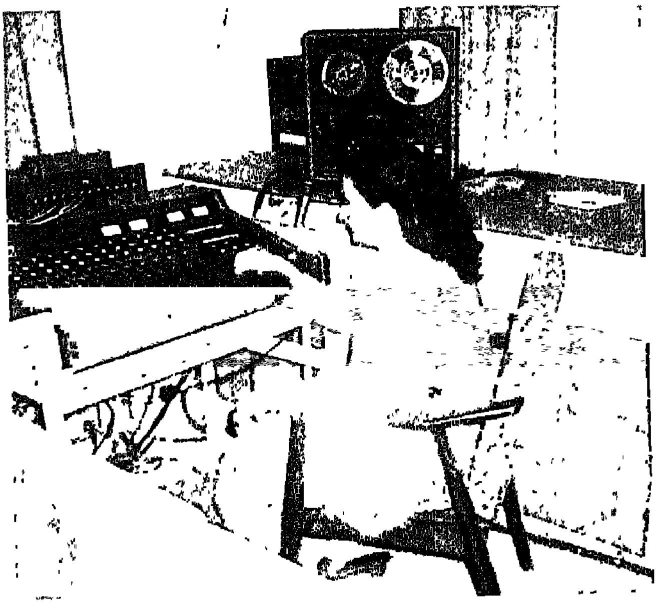
(b) Development of Audio Programmes for Young Children

(c) Organization of National Seminars on Audio Programmes for Young Children for the purpose of advocacy and creation of awareness regarding the potential of this medium

(a) **Monitoring of Children's Programmes.** The objective of this monitoring activity was to find out the existing nature of radio programmes for children and to provide feedback to the local radio stations to modify the programmes according to the needs and interests of children This project was carried out in Maharashtra, Gujarat, Karnataka, Kerala, Tamilnadu, Madhya Pradesh,

Uttar Pradesh, Punjab, Himachal Pradesh, Bihar, West Bengal and Delhi

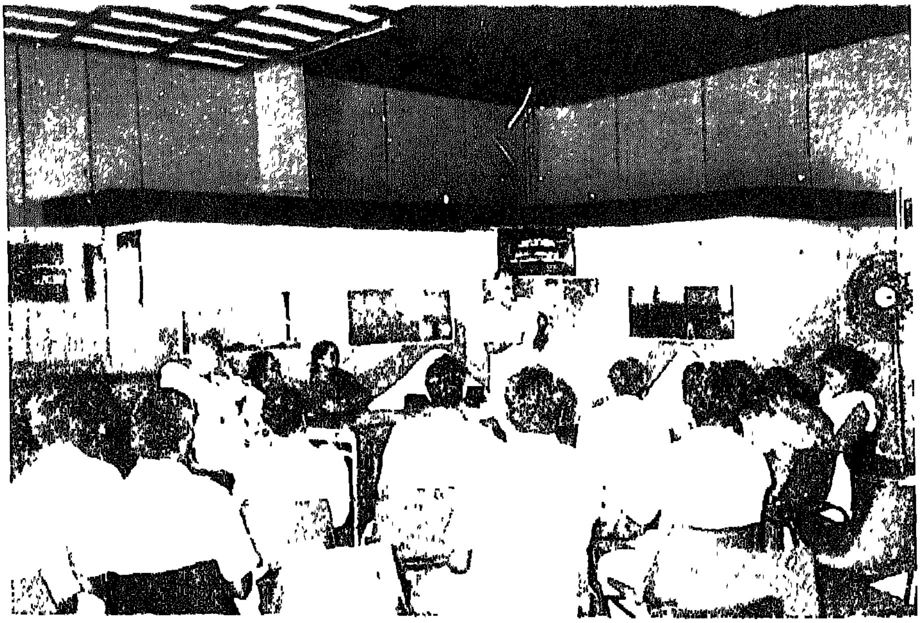
(b) **Development of Audio Programmes:** Development of audio programmes for young children was undertaken keeping in view their needs, interests and abilities. To date CML has produced 156 audio programmes in Hindi. In addition to these, CML has produced 12 programmes in Marathi and 16 in Assamese in collaboration with AIR Stations of Pune, Nagpur, Bombay and Guwahati. State Council of Educational Research and Training (SCERT)/SIE Tamilnadu and Karnataka and Uttar Pradesh have also produced a cassettes of songs for children, under the Early Childhood Education (ECE) project of NCERT which is an extension of the CML



Development of audio programmes involves the following major steps.

- development of appropriate script;
- tryout of script with the target group;
- production of programme;
- evaluation of produced programme before its dissemination.

Script Writing Workshops: In order to get suitable scripts for audio programmes, CML conducted *script writers' workshops* in NCERT and in other regions to get scripts in regional languages. Selection of the participants for the workshops was done in consultation with National Book Trust, Association of Writers and Illustrators for Children and local AIR stations. Teachers of young children with an aptitude and flair for writing were also invited. Many a times, veteran writers of children's literature were commissioned for the job. Guidelines, themes and subthemes were provided to the writers. In the workshops language experts, subject experts, media persons, producers of children's programmes and child development specialists were invited as resource persons. These experts not only guided the script writers but also reviewed the scripts that had been developed on the following basis



i Age appropriateness and attractiveness

ii Language usage

iii Logical sequence

iv Content in relation to the life style and environment of the child.

Production and Evaluation of the Programme: Production and Evaluation were the other two important components in the development of the audio programmes. First of all, the developed scripts were tried out with a small group of 15-20 children to find out their clarity, comprehensibility and message absorption. After that the programme was produced. At this stage presentation of the programme and speed were two crucial points to be kept in view. Finally, the programme was played to a class of preschool children to find out whether the objectives were being achieved or not

Each audio programme was made with the intention of providing entertaining and enriching experiences for the children based on day to day incidents and basic concepts. Information was given to the children regarding fruits and vegetables, seasons, sanitation, health and hygiene, their immediate environment, cultural heritage etc. in a very entertaining manner.

The format of each audio programme included stories, songs, games, dramatization and conversation. Children's participation and appropriate sound effects were introduced to capture the attention of children.

(c) **National Seminars:** Children's Media Laboratory also conducted three National Seminars on Audio Programmes for Young Children. The objective of these seminars was to initiate dialogue among the script writers, producers of audio programmes for children, educationists and teachers. Fundamental issues regarding the role of audio medium for young children were discussed. A number of workable recommendations emerged from these seminars

The proposal to *use the produced audio programmes for radio broadcast for young children* was initiated in the third National Seminar. The seminar was on Audio

Programmes for Young Children in the context of Implementation of National Policy of Education organised by Children's Media Laboratory (CML), Department of Preschool & Elementary Education, NCERT, in 1987 at the Regional College of Education (RCE), Mysore. Shri Amrit Rao Shinde, Director General, Directorate General All India Radio, New Delhi inaugurated the seminar. He suggested that agencies such as NCERT should make use of the local stations and develop radio programmes to provide enriching and entertaining experiences to children of socially and economically backward classes of society. The suggestion was welcomed by all the participants and particularly by the faculty of Children's Media Laboratory. The possibility of using low power transmitters gave an impetus to the proposal. The suggestion was adopted as a major recommendation at the seminar.

2. 'KHILTE PHOOL' THE BEGINNING:

Children's Media Laboratory immediately followed up the recommendation by preparing a detailed project proposal and submitted it to the Chief Producer, Central Educational Unit, AIR, New Delhi, for consideration. After a series of meetings and discussions the proposal was finalized The next crucial step was selection of a suitable station which could fulfill the project requirements

In March, 1988 Kota (Rajasthan) was selected for the project and an innovative research project "Radio Feasibility" was thus initiated. The Director General All India Radio, New Delhi, agreed to provide transmission facilities from AIR Kota Station for 15 minutes daily for six days a week for one year.

2.1 *Why Kota?* The low power transmitter station of AIR Kota was selected on the following basis:

i. It is the only low power transmitter station where morning transmission is available

ii It is for Hindi speaking listeners and CML develops programmes in Hindi only.

iii. The Integrated Child Development Services (ICDS) project is in operation in Kota.

2.2 *Soft ware for the Project:* For smooth and effective transmission, it was essential to have a sufficient stock of audio programmes for broadcast At that time CML had 50 prototype audio programmes. It was decided that to begin with these programmes would be modified to start the project. Meanwhile new programmes would be developed by AIR Kota in collaboration with CML-NCERT, New Delhi. However, this proposal did not workout because of limited resources available at the station at Kota Therefore, the entire responsibility of production was ultimately shouldered by CML-NCERT, New Delhi.

2.3 *Target Group for the Study:* The 'Khilte Phool' Radio Feasibility Project was visualized as a step towards providing an enriching support programme to the anganwadis and lower primary classes of government schools in Kota (Rajasthan) It was where the teacher/worker has to deal with a large number of children with limited resources. Radio broadcast, if available along with adequate training to anganwadi workers and teachers, may serve as an effective medium in providing enriched educational programmes for young children. This would help in making the process of teaching and learning more interesting and effective at this level.

2.4 *Objectives of the Study*

2.4.1. Broad Objectives of the Radio Feasibility Study

i. Firstly, to evaluate the potential of radio as a tool for providing enriching experiences to 3-8 year old children, specially the underprivileged

ii. Secondly, to use the radio in strengthening teachers' competencies.

2.4.2. Specific Objectives of the Project

i. To improve the listening skills of children.

ii. To enhance the vocabulary of children and improve their oral expression

iii. To promote cognitive skills in children such as sequential thinking, problem solving, concept formation.

iv. To inculcate in children an awareness of their immediate environment

v. To develop in children an awareness of their cultural heritage.

vi. To develop in teachers/anganwadi workers skills to use play way and activity method in teaching young children.

vii To develop in teachers/anganwadi workers a positive attitude towards disadvantaged children and also help them to interact with children more actively

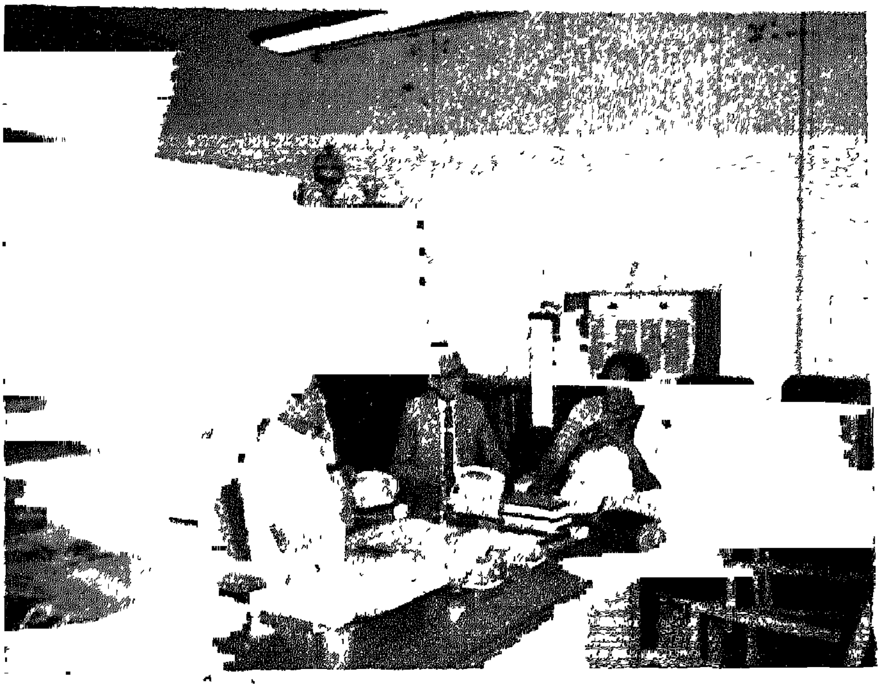
CHAPTER 2

PLANNING THE PROJECT

1. ORGANIZATIONAL MEETINGS

At the initiation of the project a series of meetings were held with various organizations that were involved with implementation of the project Some of the important meetings are mentioned below:

i. Meeting with officers of Directorate General, All India Radio, New Delhi It was an initial meeting to discuss the *modus operandi* for collaboration with AIR for Radio Feasibility Project AIR ensured its full support and cooperation.



ii. Meeting with Director, Audience Research Centre, New Delhi. It gave a basic orientation to the project team for conducting the pilot survey in Kota.

iii. Meeting with Secretary, Department of Social Welfare and Education, Jaipur (Rajasthan). The department extended their cooperation and support for the project and sent the necessary instructions to their respective department in Kota.

iv. Meeting to facilitate dialogue and coordination between the various institutions/departments. The following decisions were taken at this meeting.

(a) Synchronization of the broadcast time with the Anganwadi and primary school timings was essential. Consequently the broadcast time of morning transmission was extended from 9 10 am. to 9.30 a.m. and it was decided that the children's programmes would be broadcast from 9.15 a.m. to 9 30 a.m. from Monday to Saturday.

Change in the timings of the Anganwadis was also made and it was decided to hold the AWs from 8 30 a.m to 12.30 p.m throughout the year.

(b) In case of Classes 1 and 2 of the primary schools, only the morning shift primary schools were included in the project.

(c) The actual programme broadcast and pre and post-broadcast activities were to be part of the routine time table. The authorities agreed to the suggestion.

(d) Sector Supervisor was to be responsible for the anganwadis. In the primary school, heads were to be assigned the duty of daily supervision whereas, the School Inspectors were to do periodic supervision.

(e) Regarding training of the supervisory staff of ICDS and Education Department, in the first instance, ACDPO, Anganwadi Supervisors, School Inspectors/ Inspectresses, Academic Officers and Heads of Primary School were to be trained, so that during AWW's and teachers' Orientation courses they could act as the resource persons. That would also help them in carrying out their supervisory duties.

(f) Meeting with the Principal and Staff of Anganwadi Workers' Training Institute was held to ensure that they know the syllabus and teaching methodology used in the training courses.

2. ROLE OF VARIOUS AGENCIES IN THE RADIO FEASIBILITY

The following agencies were actively involved in the project right from the planning stage.

i. *UNICEF:* UNICEF financed the project and provided 150 radio transistors and battery cells to 100 experimental anganwadis and 50 to classes one and two of 25 experimental primary schools.

ii. *Directorate General, All India Radio, New Delhi:* The Educational Broadcast Planning Unit of the Directorate General, AIR, New Delhi provided

Institute of Education

broadcasting time at AIR Station, Kota to suit the timings of the experimental anganwadis and primary schools. They were also responsible for giving the final approval for the broadcast

iii. *Department of Social Welfare, Jaipur (Rajasthan):* The Department of Social Welfare, Jaipur (Rajasthan) instructed the Department of Women, Child and Nutrition, Kota, to provide the infrastructure needed to conduct the study and organizational support at the local level.

iv. *Directorate of Education Bikaner, Rajasthan:* The Directorate of Education, Bikaner, Rajasthan instructed the District Education Office, Kota and provided infrastructural support for the Radio Feasibility Project at Primary School Level

v. *NCERT:* NCERT was responsible for the overall coordination and academic input in the project. This involved:

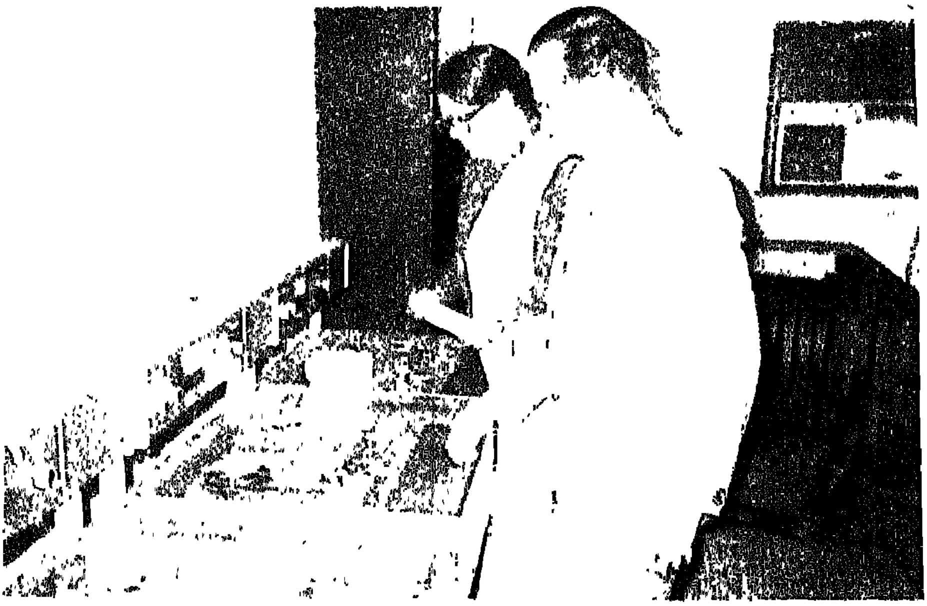
   a. training of Supervisory Staff of ICDS and the primary schools under the project.

   b. training of 100 anganwadi workers and 50 Class 1 and 2 teachers for utilizing the broadcast facility in a systematic way.

   c. development of audio programmes keeping in view the needs, interests and capabilities of the children and also the local requirements of the community

   d. development of guide books for teachers and AW workers, spelling out the pre and post broadcast activities.

   e. procurement of final acceptance from the AIR Central Educational Planning Unit (CEPU), New Delhi for broadcast.



f. preparation of monitoring proforma for daily supervision and monitoring of the pre and post broadcast activities

g. organization of mid term Refresher Courses of the AWWs and teachers of Classes 1 and 2

h Organization of sector-wise one day cluster meetings every month

i preparation and tryout of evaluation tools

j testing of children and interview of the concerned personnel

k. data analysis.

l. preparation of the final reports.

3. PROJECT DESIGN

3.1 Pilot Survey of the Anganwadis of Kota

A baseline survey was conducted at Kota to collect information on the following aspects·

a. Daily timetable of the anganwadis and Classes 1 and 2 of primary schools in Kota including the activities undertaken and the methodology used

b. Knowledge of AWWs and teachers of Classes 1 and 2 about Early Childhood Care and Education

c. AWWs' and Classes 1 and 2 teachers' attitude towards the use of radio for ECE.

d. AWWs' and Classes 1 and 2 teachers' behavior towards parents and children

e. Attitude of parents towards AW and use of radio for young children

f. Anganwadi and Classes 1 and 2 children's entry behaviour in terms of

   - Verbal expression through rhymes, stories and conversation.
   - Listening skills.
   - Knowledge of concepts like colour, shape and acquaintance with the immediate environment such as flowers, leaves, animals and plants.

g. Receptivity of children and teachers to audio programmes developed by CML.

On the basis of this information experimental and control groups were selected from the AWs and government primary schools.

Tools/Procedure for Collection of Data: A number of tools were used to collect data pertaining to the above objectives.

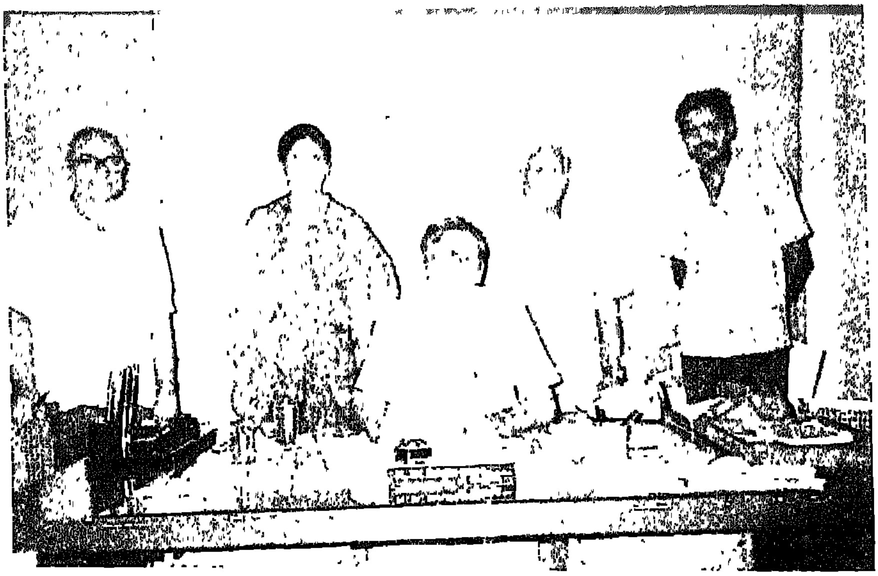
i) AW Observation Schedule: A total of 15 AWs were observed for two to four hours each and the details of the physical facilities, general atmosphere of the AW, activities undertaken and methodology used, were noted down Different aspects of AWWs behaviour were also rated on a three-point scale on the basis of the observation

ii) An AWWs' interview schedule was prepared to find out from the Anganwadi workers their understanding of the importance of ECCE, their role in the anganwadi, their attitude towards the use of radio to facilitate ECCE and their interactions with the parents

iii) An interview schedule was prepared and administered to a total of 60 mothers/grandmothers/elder sisters to learn about the facilities available at home, interaction between the adult and children, play behaviour of children, parents' attitude towards AWs and the use of radio for child's stimulation.

iv) During visits to AWs children were asked to recite poems and stories and conversation on various topics and concepts were conducted. In addition, a number of CML audio programmes were played back and children's participation and reactions were noted down

v) The office of the Regional Deputy Director-ICDS and District Education Officer (Girls & Boys) Kota were contacted to elicit their support for the study and to collect information about the number and addresses of institutions run under their auspices



4 RESULTS OF THE PILOT SURVEY

Physical Resources Available at AWs. Most of the AWs were housed in small rooms. There was little or no outdoor space. All the centres had clean drinking water which was made available to the children when they requested The rooms and the surrounding areas were by and large clean except for the open drains which

were common in this area It was noticed that in most of the AWs a few charts were there but generally these were hung high on the walls The topics covered in these chart concerned health, hygiene and nutrition, alphabets, fruits, vegetables etc In addition, many AWs had some material for introducing colours, shapes and numbers to children. A few stuffed toys and masks were also available. Most of these materials had been prepared by the AWWs during their training as mentioned by them. The use of these materials however were minimal and often inappropriate

A large number of children were cramped into the tiny space of the anganwadi. Due to summer vacations in the local primary schools most of the children of lower primary classes also came to the AW There was a great deal of noise and disturbance The lack of proper ventilation/fan in the AW, made the situation worse. Mothers, elder brothers or sisters kept coming to the AW to either call a child back or to bring in another one.

Daily Routine of Anganwadi: Anganwadis are expected to function from 8.00 to 12.00 noon. In practice, most of AWWs did not seem to work for more than two hours. Nearly an hour was spent on the distribution of supplementary food among children. The daily activities included rhymes, stories, rote counting, alphabets and clay work

All AWs were supplied with a timetable for a week by CDPOs' office, but none of the AWWs observed were found to follow it. Generally, the AWWs were not aware about the proper utilization of time for which a particular activity should be continued. As many as eight to twelve rhymes were recited by the AWW and an older child at a stretch, with the group repeating after her/him. This activity was followed by narration of two to three stories one after another, without any facial or oral expression. Rote counting or repeating alphabets after the AWW with or without the help of a chart was the routine. All this took less than 20-25 ,minutes, after which AWW appeared to be at a loss to introduce any more activity to the

children. Sometime clay was distributed to the children along with the instructions to make small balls out of it. Sometimes children were asked to make other things such as soap-cake, boat, stool, rolling pin etc. Clay work was not considered as a creative activity. In some AWs children were asked to write on slates. A few children wrote Hindi alphabets or numbers and others just doodled. One five year old girl was using her bangle to trace a neat circle, but the AWW did not notice that!

Anganwadi Workers' Understanding of ECCE: AWWs believed that the children should learn to count till 100 and learn the Hindi alphabets. Some of them even taught English alphabets, counting upto 10 in English and a few rhymes in English.

No visual aids or other support materials were improvised by AWWs for use in the anganwadi. Providing ECCE seemed to be a very peripheral job for them. They did not know how to help the individual child for her/his particular problem. For example; though a five year old girl, who had been in an AW for the last two years, could not speak, she had never been referred to the Primary Health Centre. AWW and the girl's aunt did not seem to realise that the girl could be treated for it!

Anganwadi Workers' Attitude Towards and Interactions with Children and their Parents: Some AWWs showed genuine concern for children and paid attention to them, while the others continued with the task at hand, whether it was a story or a

rhyme, without paying attention to a crying child. They were indifferent to the emotional needs of the children.

Lack of discipline was evident in most of the AWs Particularly at the time of switching activities, children in general had not developed a habit of making a queue or waiting for their turn.

Most of the AWWs were not able to arouse the interest of the children in the daily programme of AW Children were not given an opportunity to converse with AWW or to express themselves freely.

AWWs reported that their main duty was to take care of the physical well-being of the children and their mothers AWWs often paid visits to the homes in their locality Their purpose was to enquire or discuss the health problems of - pregnant and lactating mothers and sometimes to discuss the need to get medical aid for a mal-nourished infant. Generally, child development issues did not figure in their interactions with the mothers.

Children's Entry Behaviour: It was found that most of the children enrolled in AWs in Kota urban project could understand common Hindi words used by them at home. A small percentage of non-Hindi speaking families also sent their children to AWs. These children had some difficulty in understanding the standard Hindi

Children were familiar with their immediate environment and were able to tell some characteristics of common birds and animals. But they were not familiar with colour, shape and pre-number concepts

In most of the AWs children were active and interested in the activities. It was found that the older ones were able to recite poems or sing songs and occasionally tell a story. Due to the summer vacations in school, some children of primary classes also attended AWs along with their younger siblings.

Mothers' Attitude Towards AWs and Radio Programmes: Mother had a positive attitude towards AWs They sent their children to AWs where they could learn and have midday meals, while mothers could take some time off to finish their chores. Interaction between the adults and children was restricted upto providing the basic needs to children Generally, children played with their peers in the streets. Most of them did not have any toys. Children's participation in the local/religious festivals was quite passive They were aware of the rituals performed but not of the significance of different festivals

Most often the six to eight year olds looked after their younger siblings The mothers considered this to be the responsibility of the older child. Majority of the mothers reported that they did not have any radio, TV or printed material in their homes However, a small percentage did report having a radio or TV and even a tape recorder. But none of these were used to listen to children's programmes. Mothers thought that listening to radio can be useful for children but could not specify how.

Feedback on Audio Pogrammes: Several audio programmes prepared by the Children's Media Laboratory, DPSEE, NCERT were played back to the children in various AWs. The themes covered in the programmes included birds and animals, sounds, foods, their habits and characteristics through songs, rhymes, conversation and games.

Children enjoyed the programmes thoroughly and took active interest in them They understood the stories and were able to retell the same with some help from the adults The songs became very popular with them Children sang along with the programme enthusiastically. Older children were even able to repeat the complete song with understanding They also enjoyed listening to the cheerful sounds of the children playing the games in the programmes However, three and four-year-olds were found to have poor listening skills and a short attention span Inspite of their interest in the audio programmes they were not able to listen attentively to a programme of about 15 minutes

CONCLUSIONS

As evident from the above observations the method of teaching in the AWs was traditional. No small-group activities were organized. Play formed a very small part of AW's daily routine Due to the space constraints, it was quite difficult to organize the kind of games that AWWs were aware of such as Kho-Kho, Ghoda Chammar Ka, Posham Pa etc After listening to the audio programmes played back for children, most of the AWWs felt that the radio can be a useful medium to attract children to the AW Some said that they will have fun listening to music. Radio as a source of information for young children seemed to be a new approach to the AWW

CHAPTER 3

IMPLEMENTING THE PROJECT

3.1 Inauguration

The Broadcast of children's programme "Khilte Phool" commenced from All India Radio, Kota on October 2, 1988 with its first programme on 'Gandhiji'. The programme was inaugurated at a function organized at Government Senior Higher Secondary School, Gumanpur, Kota by the Divisional Commissioner of Kota, Mr. Surender Kumar Mr. Ramlubhaya, District Collector, Kota presided over the function. The inauguration was attended among others by the Regional Deputy Director, Department of Women, Child and Nutrition, Kota; Assistant Station Director, All India Radio, Kota; Regional Deputy Director, District Education Officer, Kota, the Head, Department of Pre-School and Elementary Education, Professor In-change, CML-ECE Unit and project team of the National Council of Educational Research and Training (NCERT), New Delhi, The CDPOs, the supervisors and AWWs of ICDS, the School Inspectors, the teachers of classes 1 and 2 and the heads of schools trained by NCERT to participate in the year long project were also among the audience

After a hearty welcome, a brief introduction to the Radio Feasibility Project was given by Dr. Mira Chowdhry, Project Incharge from NCERT. In her presentation, Dr. Chowdhry

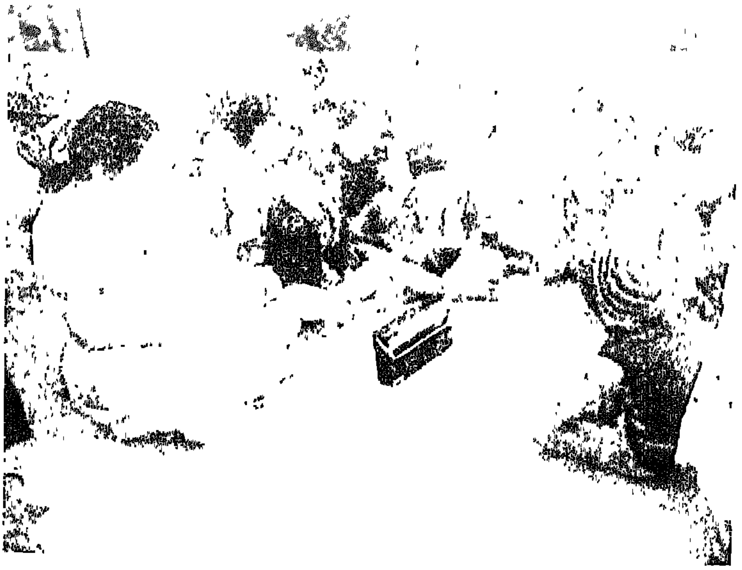
discussed the importance of the medium of radio for the educational stimulation of children in the anganwadis and Govt. Schools where a majority of children come from such a home environment which is not conducive for their all round development. She informed the audience that 100 anganwadis (AWs) and 25 schools (classes 1 and 2) from Kota city had been selected to form the experimental group in the project. An equal number of local AWs and schools constituted the control group The intervention would consist of the broadcast of children's programme "Khilte Phool" from AIR, Kota for six days a week daily from 9.15 to 9.30 a.m. In addition a monthly teacher's guidebook would be distributed to all AWWs and school teachers to facilitate the organization of the pre-and post-broadcast activities. Dr. Chowdhry acknowledged the cooperation and support extended by different collaborating agencies to NCERT Mr. S. N Mishra, Station Director, AIR, Kota assured that AIR, Kota would participate fully in the present project and hoped that the project would add to the other efforts being made by AIR, Kota to reach the local community with quality programmes

Mr Ramlubhaya, District Collector, Kota, released the Teacher Guidebook (Part-I) on this occasion. This volume of the guidebook contained details of the programmes to be broadcast in the month of October, 1988 and suggested pre- and post-broadcast activities relevant to each programme in order to facilitate the work of AWWs and teachers.

The broadcast of children's programme was inaugurated at 9.15 a m by the Chief Guest and all the guests heard the programme on "Gandhiji" for the next 15 minutes.

The Chief Guest Mr. Surender Kumar, Divisional Commissioner, Kota, welcomed the selection of Kota for this innovative project. He assured his full support for the success of the radio feasibility project. He concluded with the hope that this project would add to the status of Kota as a leading district in School Welfare Programmes in the State of Rajasthan

Mr. Ramlubhaya, District Collector, Kota delivered the Presidential address. Mr. Ramlubhaya



hailed the Radio Feasibility Project as an innovative project for preschool education as a right step in the right direction. He observed that the AWWs, due to overcrowded rooms experienced great difficulty in imparting effective nonformal education to the children, and he hoped that the project would help in improving the situation He was of the opinion that the Radio Feasibility Project would benefit both the teachers and the children by providing quality preschool education in an interesting way, which could also help to prepare the children for school. He concluded by saying that education was the only way to progress and this project, if implemented as planned, could help in achieving the objective of making the children good citizens of tomorrow In the end, a vote of thanks was proposed by the Regional Deputy Director, Education (Girls), Mrs S Talwar.

3.2 Intervention

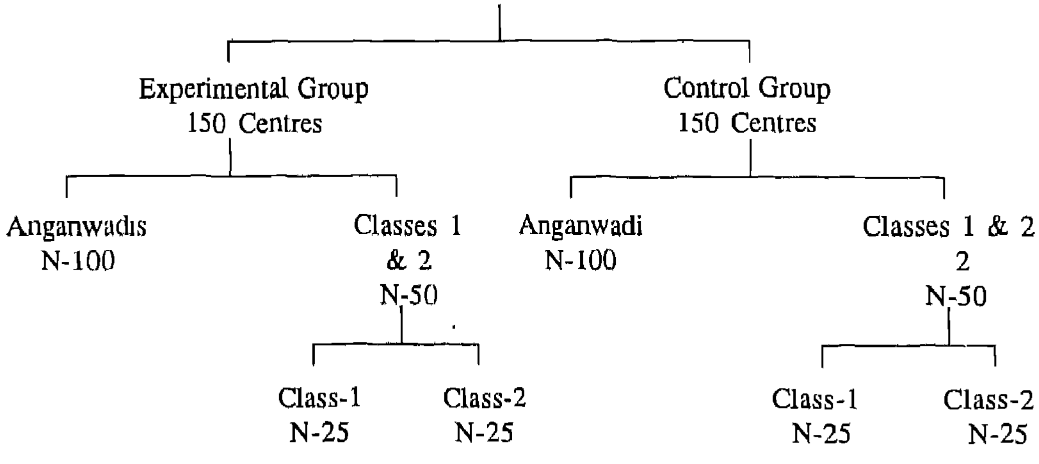
3.2.1 Sample Selection for Intervention: To draw the sample, a list of anganwadis was collected from the Department of Women, Child and Nutrition, Kota and the list of primary schools was collected from the District Education Officer, Kota. The Integrated Child Development Services (ICDS) project in Kota city is divided into eight sectors Four sectors formed the *experimental* group and four sectors formed the *control* group for the project. The control and experimental groups were comparable in terms of geographical location, occupational distribution and socio-economic status of the population The Sectorwise distribution of the sample was as follows.

Experimental Group	*Control Group*
Station	Naya Pura
Lad Pura	Chawni
Vigyan Nagar	Sakat Pura
Rampura	Dadawadi

Similarly, classes 1 and 2 of twenty five government primary schools running in the morning shift constituted the experimental group and twenty five government schools functioning in the afternoon shift formed the control group

Hundred anganwadis of the four experimental sectors and twenty five classes 1 and twenty five classes 2 of the primary schools constituted the experimental sample for the project. The sample distribution is given below:

SAMPLE DISTRIBUTION



Experimental groups of anganwadis and primary schools were exposed to the intervention for one full year.

3.2.2. Supply of Hardware : UNICEF, provided 150 radio transistors and battery cells to 100 experimental anganwadis and 50 to classes 1 and 2 of 25 experimental primary schools

3.2.3 Training Programmes: A number of workshops were organised to impart training regarding the organisational and academic aspects of the study, especially to the personnel at the grassroot level

Orientation of four ICDS Supervisors, one ACDPO, five School Inspectors and academic officers (boys) and (girls) was done through various workshops so that they could effectively monitor and guide implementation of the project activities by the anganwadi workers and teachers of the selected blocks.

The anganwadi workers and primary school teachers for the selected ICDS blocks and schools were trained in a workshop of six days' duration. Four such workshops were organised to cover the 150 participants The main objective of these workshops was to familiarise the teachers and workers with the development and implementation of the project and train them in the pre-broadcast and post-broadcast activities with the children and appropriate use of guidebooks

3.2.4. Radio Programme: The radio programmes were broadcast six days a week, spread over a period of one year (October 1988 to September 1989). Duration of each programme was approximately 15 minutes Each audio programme was made keeping in view the following.

a objectives of the project

b attention span of the children

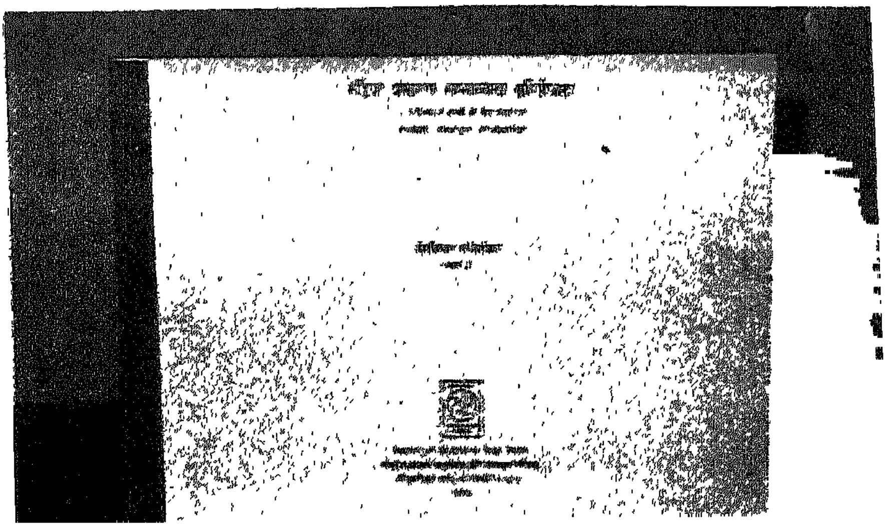
c age and appropriateness of the target group

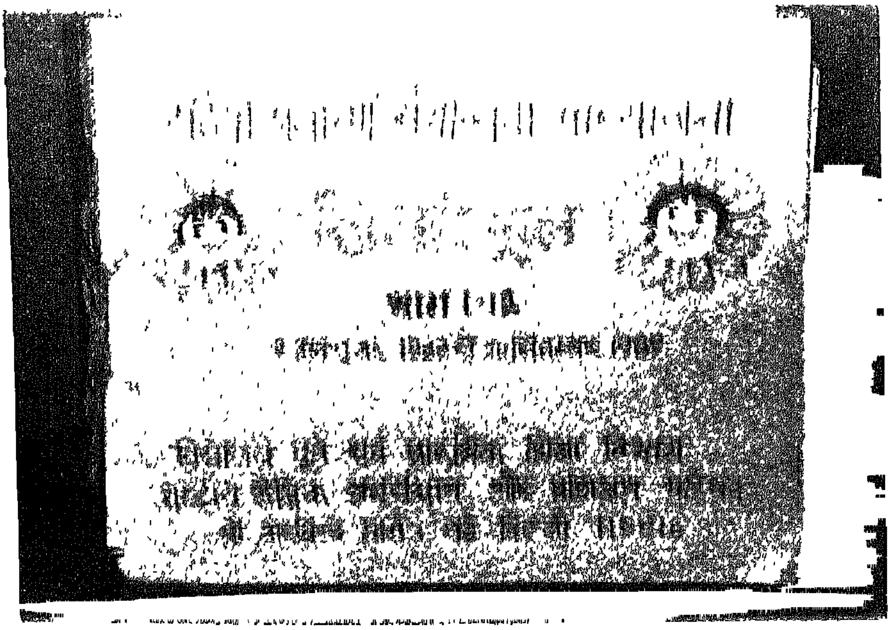
d entertainment and enrichment for children

Two new programmes were introduced every week Each of these programmes was repeated twice.

3.2.5 Guide Books: A set of 12 Guide Books, were prepared for a total of 104 programmes broadcast over a year. Each guide book had a total of 8-9 audio programmes giving the programme details, objectives of the programme and post-broadcast activities to be carried out along with the audio programmes The guide books were distributed to all the anganwadi workers and primary school teachers who formed a part of the experimental group. These guide books helped the AWWs and teachers to gain better understanding of the audio programmes and helped them to do the pre-and post-broadcast activities with the children

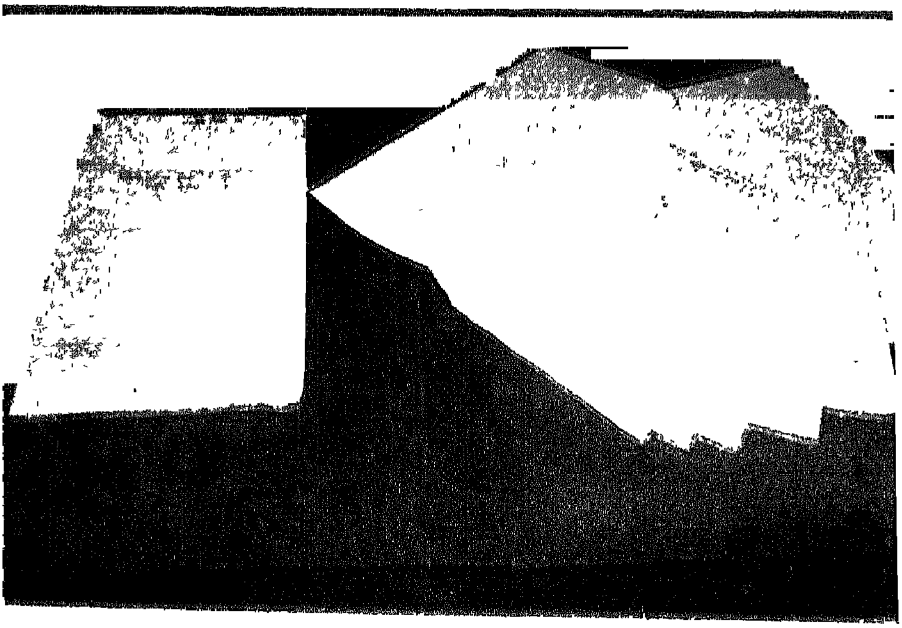
3.2.6 Monthly Programme Schedules: Monthly Programme Schedules were distributed which gave the dates of the programme broadcast and repeat programmes broadcast The were made available to the anganwadi workers and primary school teachers.





3.2.7 Monitoring and Evaluation : In order to get regular feedback and ensure proper implementation of Radio Feasibility Project the following strategies were adopted

3.2.7.1 Monitoring Proforma: A proforma was prepared by the Project team (CML) to collect information on the following aspects of the programme:



(a) How many children were listening to the radio broadcast 'Khilte Phool'?

(b) What was the content of the programme?

(c) Were the pre-broadcast activities conducted before the programme?

(d) Were the children able to understand and sing along with the song broadcast?

(e) Was the language and duration of the song appropriate for the children?

(f) Were the children interested in the story broadcast?

g) Were the children able to grasp the theme of the story?

(h) Were the children able to solve the riddles and understand the conversation in the programme?

(i) Did the anganwadi worker/classes 1 and 2 teachers understand the game in the programme?

(j) Did the children enjoy playing this game?

(k) Were the post-broadcast activities conducted after the programme?

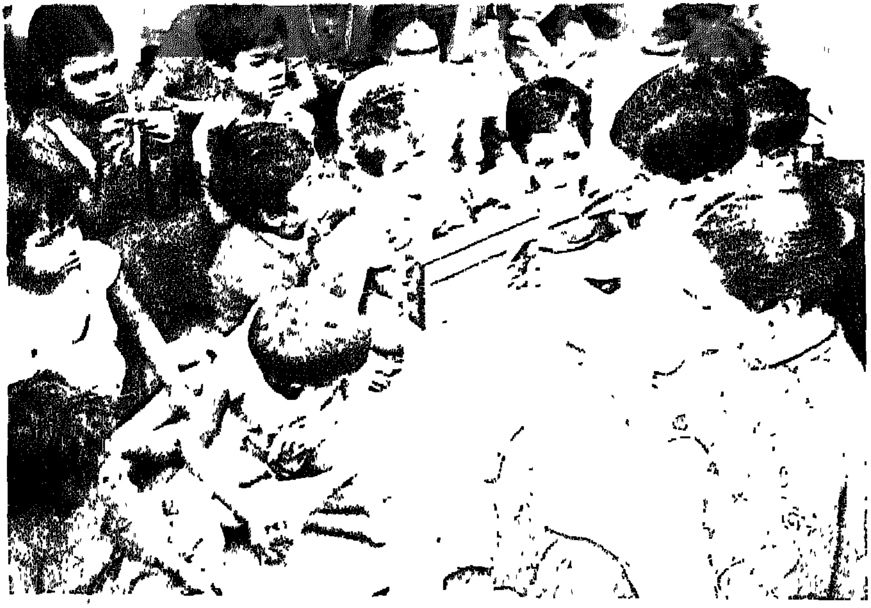
(l) Were the activities according to the child's level of understanding?

(m) Do the anganwadi workers/teachers have any suggestions and/or ideas which can be incorporated in the future programmes to make them more engrossing, interesting and attractive for the children?

Monitoring proformae were given to the supervisors of experimental anganwadis, ACDPO, CDPOs, Heads of experimental primary schools and the school inspectors. These proformae had to be filled up during the broadcast time.

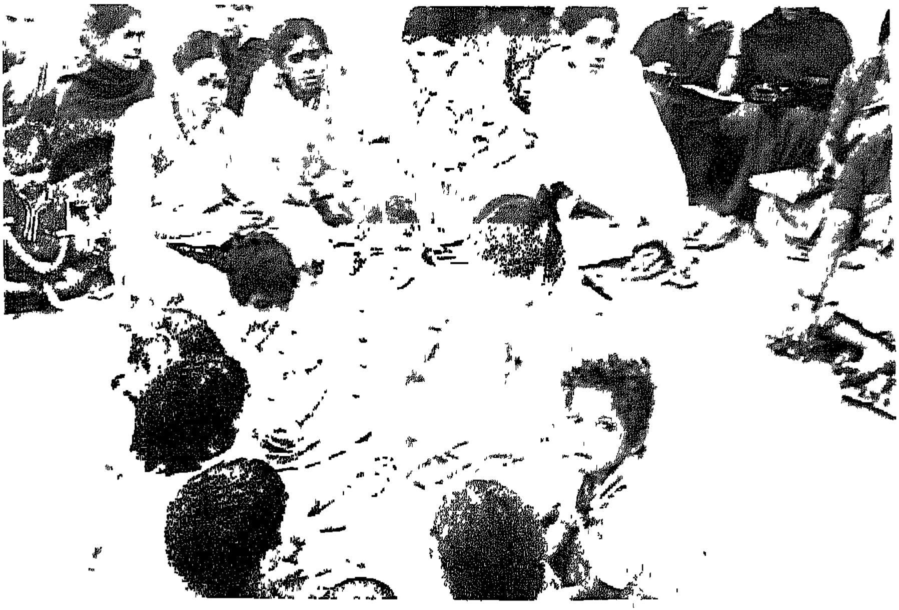
3.2.7.2 Direct Observations . The project team from the Department of Preschool and Elementary Education, NCERT, New Delhi made frequent visits to Kota to ensure a proper and smooth functioning of the project and also to note down the children's reactions and responses to particular programmes.

3.2.7.3 Cluster Meetings : Every month a one-day cluster meeting was arranged at each sector. The anganwadi workers and primary school teachers of each sector, supervisors, school inspectors and personnel from the Education Department and members of the project team from NCERT attended the meetings. These meetings were held to discuss with them, the problems faced during pre-broadcast and post-broadcast activities and any specific organizational difficulties.



Appropriate solutions to specific problems and suggestions for the future plan of action were provided by the personnel from various departments. Hence, these meetings which were held every month helped to monitor the implementation of the project effectively and efficiently.

3.2.7.4 Refresher Courses : Besides the above meeting, a Refresher course was also organised for the workers involved in the Feasibility Project The four sectors of anganwadi workers comprised two groups and there was a separate group of primary school teachers. Thus there were three groups and each group was given a three-day orientation.

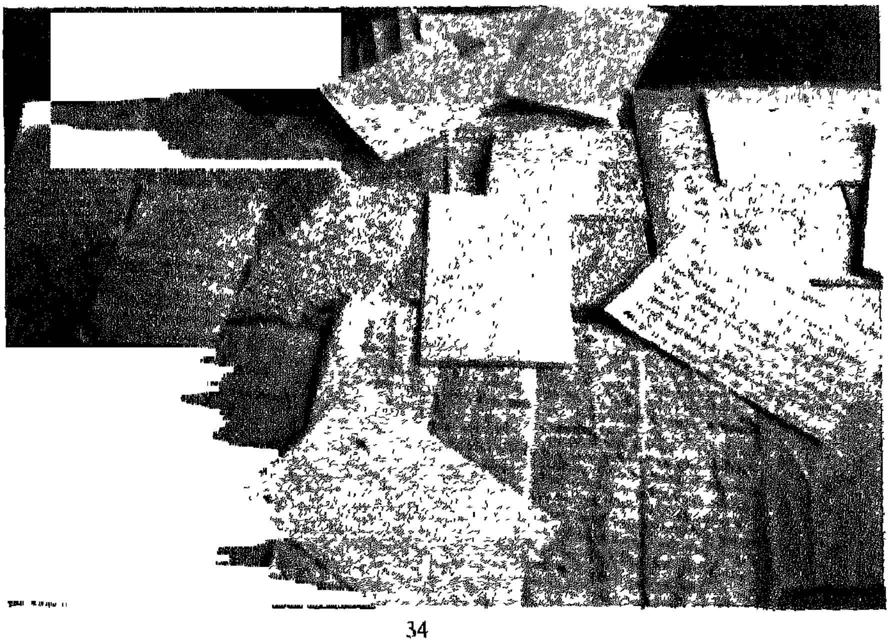


The aim of the above course was to re-orient and acquaint the anganwadi workers [illegible] primary school teachers regarding the audio programmes and implementation of the relat[illegible] activities. Special emphasis was laid on the pre-broadcast and post-broadcast activities fo[illegible] the concerned children in order to obtain maximum benefits from this project.

3.2.7.5. Pre-Paid Post Cards : These were given to the anganwadi workers and teachers classes 1 and 2. They had to fill in the reactions of the children to the programme broadcast n terms of what they liked in the broadcast and the aspects to which they did not pay much ttention

All the above measures helped to make the broadcast more attractive, appropriate and seful for the children. The feedback received helped in making the required modifications in he subsequent programmes

The monitoring proformae, direct observations, cluster meetings, refresher course and re-paid post cards helped in seeing the project through.



CHAPTER FOUR

EVALUATION

Once a study is completed, many questions emerge in the investigator's mind — How effective was the project? Did it achieve the goals that were set forth? Did it bring about the desired changes in the target group? Would similar projects or replications, if carried out in the future, be worth the time, money and energy spent on them? Such questions came up regarding 'The Radio Feasibility Project' also. The impact and relevance of the 'Radio Feasibility Project' and the potential of radio as an effective means for providing educational stimulation to pre-school children was therefore assessed with the help of a carefully designed evaluation study of the project.

1. Design and Procedure

After the completion of a year of the radio broadcast, from October 2, 1988 to September 30, 1989, comprehensive evaluation of the project was undertaken. The evaluation was based on the objectives of this study as listed in Chapter 1, especially the gain in the knowledge, attitudes and behaviour of the children and the attitude and behaviour of the anganwadi workers and Classes 1 and 2 teachers in their day to day functioning

The evaluation was done at the following levels:

Sample	Tools
(a) Children of the experimental and control groups from anganwadis and classes I and II of primary schools.	Specifically constructed tools
(b) Anganwadi workers and teachers of classes I and II of primary schools.	(a) Direct observations (b) Letters received.
(c) Audience from Kota Public	Audience survey proforma

1.1 Sample

The intervention was carried out in 100 anganwadis and 25 primary schools for a year For the purpose of evaluation 75 anganwadis and 20 primary schools were lected from the experimental group. Twenty five anganwadis and five primary hools were left out because of the following reasons:

- Frequent changes in the site of anganwadis/transfer of classes I and II teachers,
- Irregularity of attendance of the anganwadi workers/teachers of classes I and II;
- Irregularity in listening to radio broadcast in the anganwadis and primary schools due to problems with the radio.

The control sample included anganwadis and primary schools that were comparable n terms of geographical situation, parents' occupations and socio-economic strata f the population, with the experimental group.

The control and experimental groups were drawn respectively from the following sectors f Kota:

Experimental Group	**Control Group**
Station	Nayapura
Ladpura	Chawani
Vigyan Nagar	Sakatpura
Rampura	Dadawadi

Sample of Anganwadis and Primary Schools for Evaluation

Experimental Group		**Control Group**	
Anganwadis	Schools = 20	Anganwadis	Schools = 20
N = 75	(Class 1 = N = 20	N = 75	(Class 1 = N = 20
	Class 2 = N = 20		Class 2 = N = 20
	Total Class = 40)		Total Classes = 40)

Table 1, Table 2, Table 3

1.2 Tools Used

The following tools were used to test 760 children from 150 anganwadis and 40 lower primary classes:

(a) **Listening Comprehension and Oral Expression:** A set of nine flash cards, were prepared on the story 'Adiyal Gadha' The investigator showed one card at a time to the child and narrated the story written on the back of

TABLE 1
SAMPLE OF ANGANWADI CHILDREN FOR EVALUATION

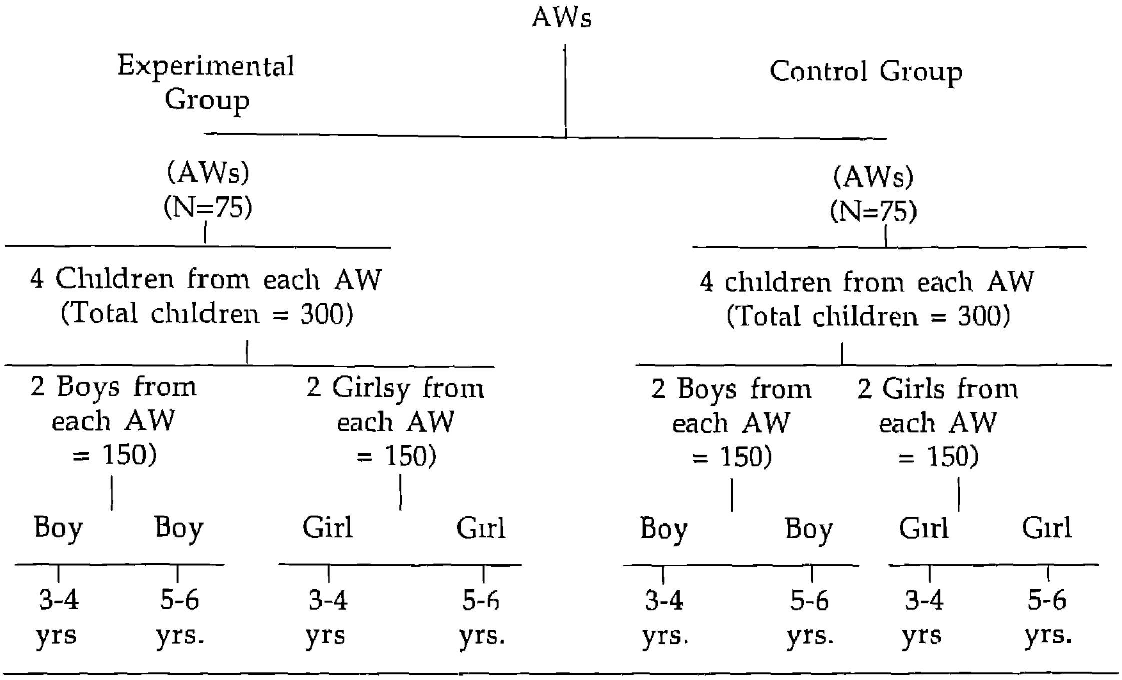
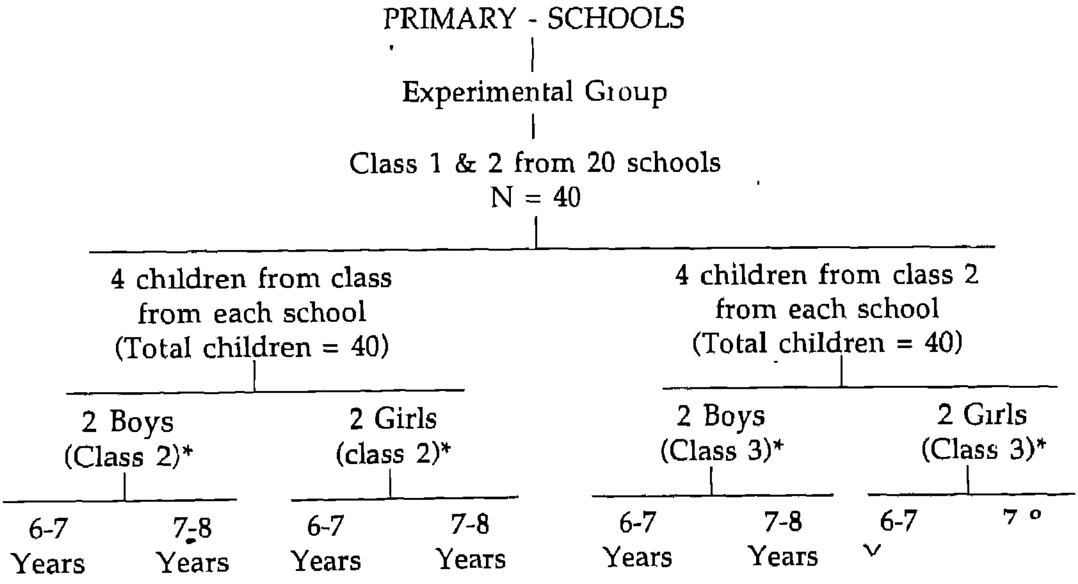

AWs
Experimental Group
Control Group
(AWs) (N=75)
(AWs) (N=75)
4 Children from each AW (Total children = 300)
4 children from each AW (Total children = 300)
2 Boys from each AW = 150)
2 Girlsy from each AW = 150)
2 Boys from each AW = 150)
2 Girls from each AW = 150)
Boy
Boy
Girl
Girl
Boy
Boy
Girl
Girl
3-4 yrs
5-6 yrs.
3-4 yrs
5-6 yrs.
3-4 yrs.
5-6 yrs.
3-4 yrs
5-6 yrs.

TABLE 2
SAMPLE OF CHILDREN FROM SCHOOLS FOR EVALUATION
EXPERIMENTAL GROUP



* Children from class 1 and 2 were promoted in May 1989.

TABLE 3

PRIMARY - SCHOOLS

Control Group

Class 1 & 2 from 20 schools
N = 40

4 children from class 1
from each school
(Total children = 40)

2 Boys
(Class 2)*

6-7 Years

7-8 Years

2 Girls
(class 2)*

6-7 Years

[illegible]

4 children from class 2
from each school
(Total children = 40)

2 Boys
(Class 3)*

[illegible]

[illegible]

2 Girls
(Class 3)*

[illegible]

[illegible]

* Children from [illegible]

the flash card After she had narrated the entire story, through the set of flash cards, she asked the child to narrate the story back. The child's narration of the story was then recorded on an audio tape and later put down in the proforma provided. Questions related to the above story were asked to measure comprehension

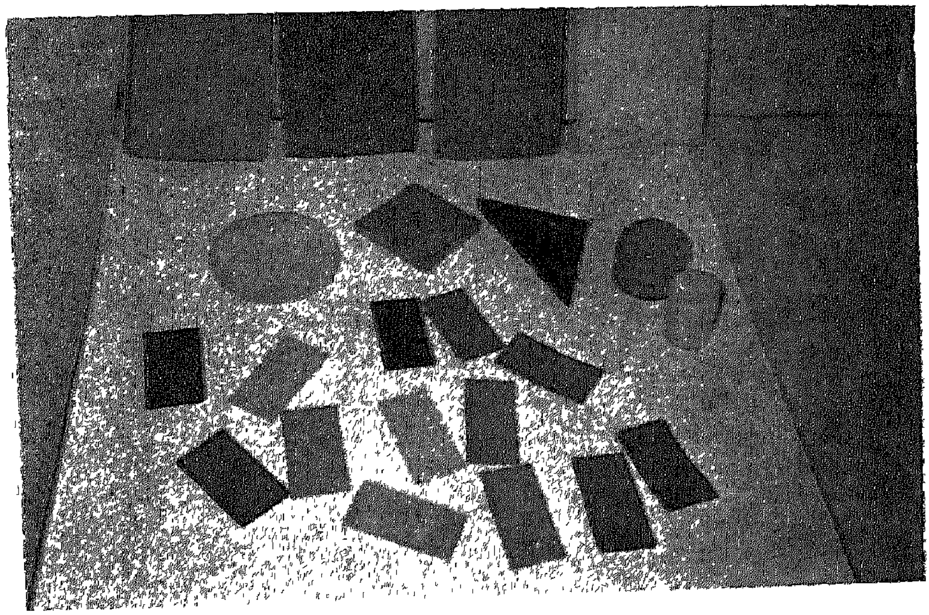
(b) **Awareness of the Immediate Environment**: A set of seven flash cards was prepared depicting the child's immediate surroundings. The themes were on sanitation, health and hygiene, modes of transport, plants and animals Specific questions pertaining to each card, were asked

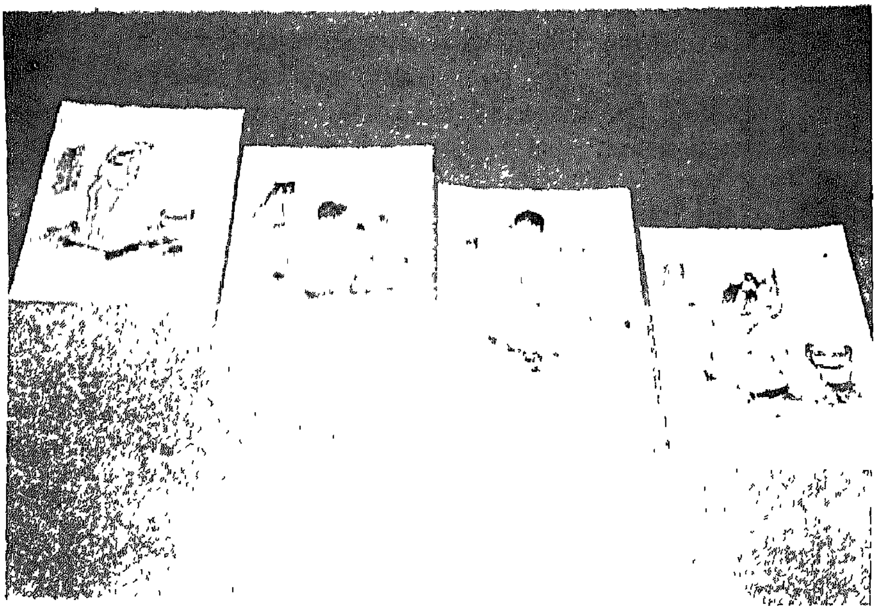
(c) **Awareness of Cultural Heritage:** A set of four flash cards was prepared to test the child's awareness of his cultural heritage. Cards were on Mahatma Gandhi, National Flag, National Bird, and the festival of Diwali. Questions were asked on each card, moving from simple to complex.

(d) **Concepts of Colour and shape**: Wooden blocks of the following colours and shapes were used:

Red	Circle
Yellow	Circle
Green	Triangle
Blue	Square

The blocks were kept in front of the child and he was asked seven questions regarding the colours and shapes of these blocks.





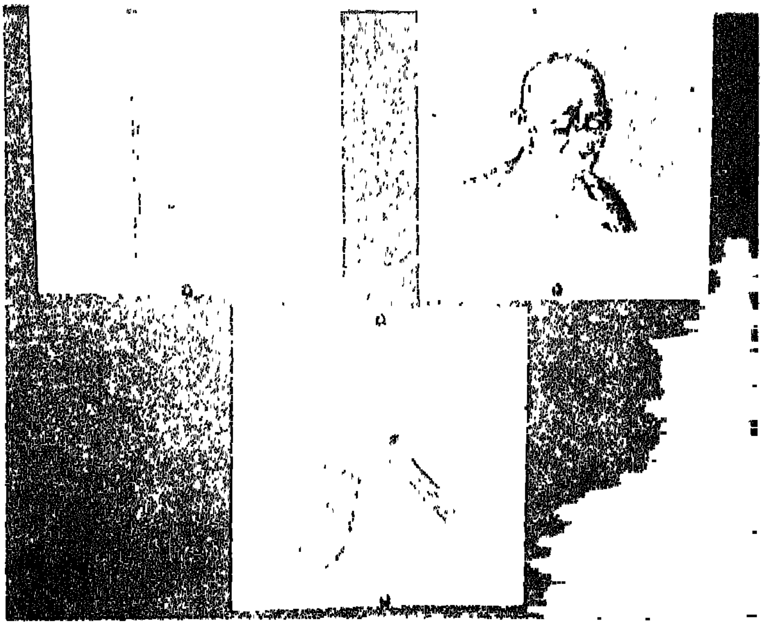
(e) Sequential Thinking: A set consisting of four cards depicting sequential steps in bathing was presented to the child in a proper sequence and related questions were asked Later on the cards were mixed and placed in front of the child; he/she was asked to arrange the cards in a sequence

1.3 Tabulation:

The first step in the analysis was to put down the answers to the various questions

asked from the children on a tabulation sheet. The tabulation sheet provided columns on **'listening comprehension', 'sequential thinking', 'Recall', 'Vocabulary', 'Concept of Colours and Shapes', 'Awareness of Immediate Environment' and Awareness of Cultural Heritage'.** This tabulation sheet was prepared to calculate each child's individual score

Every individual could score up to a maximum of 179 marks. Separate tabulation sheets were prepared for different groups of children, classifying them on the basis of their age groups, sex and geographical sector and whether they belonged to the experimental or the control group Data from 760 children belonging to the anganwadis and primary classes was thus categorized. The scores obtained by each child under each category was summed up.



.4 Analysis

he data thus obtained was subjected to 2 x 2 factorial analysis of variance (ANOVA) o determine the difference in means of different groups of children with respect to lifferent factors. The *Tuckey's Test* was also used

.5 Results and Discussion.

1.5.1 Children's Performance

I. Comparison of Experimental And Control Groups at AW Level

In order to find out the impact of the project intervention, a factorial design of

ANOVA was used. Two major variables were used as reference, viz Treatment and Sex. A statistical null hypothesis of difference among groups was set up i e. children of anganwadis or those studying in class I and II who were exposed to the radio programmes will not differ in their achievement from those who were not The means and F-values are presented in Table-4

Table-4

Summary of 2 x 2 Factorial Design ANOVA of two variables, treatment and sex, in anganwadis

Source of Variance	SS	df	MSS	F
Treatment	17761 6	1	17761 6	31.354*
Sex	270.0	1	270.0	0 4766
Interaction	1628 5	1	1628.5	2.874
Between Groups	19660 1	3	6553 36	11 56*
Within Groups	337621.4	596	566.47	

* Significant at .01 level

The F value of 31.354 being significant beyond .01 level for the treatment variable indicates that the experimental and control group children differed widely in their performance. Thus the null hypothesis of no difference between the experimental and control group was rejected. The data at hand strongly supports the assumption that radio intervention programme helped the anganwadi children to attain a higher level of language and cognitive competence. The F value for the variable sex was 0.4766, which was not significant, indicating that the girls did as well as boys on the battery of tests. These two findings were confirmed when further probing of the answer sheets of these children was done. The children from the experimental group were more articulate and had a richer vocabulary The stories narrated by the children (as filled in the proforma) were indicative of this fact. The children belonging to the experimental group also made greater use of gestures, appropriate voice modulations and correct use of gender and tense while narrating back the story These children also demonstrated a better memory (recall) and answered questions related to the story more accurately They were also more knowledgeable and aware of their immediate environment and cultural heritage. Some of them could even sing a few lines of the National Anthem. These children could arrange the sequential thinking cards more frequently in the right order and when asked they were better acquainted with shapes and colours of the blocks.

Thus, there were a number of aspects in which the children belonging to the experimental group performed better as compared to children of the control group. This difference can be attributed to a year of radio intervention given to these children which included exposure to the radio programmes as well as to the pre-and post-broadcast activities with each programme

II. Comparison of Experimental and Control Groups at the Primary Level

Table-5

Summary of 2 x 2 Factorial Design ANOVA of the children of the experimental and control groups in primary grades

Source of Variance	SS	df	MSS	F
Treatment	8188.9	1	8188.9	$\frac{8188.9}{31435.1}$ = 0.0260
Primary Classes	5896.3	1	5896.3	$\frac{5896.3}{31435.1}$ = 0.1875
Interaction	1654.9	1	1654.9	$\frac{1654.9}{31435.1}$ = 0.0526
Between Groups	12430.3	7	1775.7	$\frac{1775.7}{31435.1}$ = 0.056
Within Groups	9807763.2	312	31435.1	

Not Significant

As evident in Table 5, the results indicate no significant difference in the impact of radio between the children of the experimental and control groups belonging to the primary schools. The null hypothesis of difference between these groups with respect to children in classes I and II was thus found tenable since the F value of 0.0260 was not significant.

The possible reason for the absence of impact at the primary level could be the irregular intervention with these children due to one month strike of primary school teachers and innumerable local holidays and regular summer and winter vacations in the primary schools in the course of the study.

III. The Impact of Radio Intervention viz-a-viz Sex Differences in Experimental and Control Groups of Primary Schools

Table-6

Summary of analysis of covariance for performance of Girls and Boys of Experimental and Control Groups in Primary Schools

Source of Variance	SS	df	MSS	F
Between Groups	12430.3	7	1775.7	.0564
Within Groups	9807763.2	312	31435.1	

Not Significant.

No difference was found to exist between boys and girls of primary schools either

Sectorwise Comparison of Experimental and Control Group Children from Anganwadis

Since socio-economic status has been found to be highly related to cognitive and language development of young children the data were analysed to find out the likely influence of four geographical sectors from which samples were drawn. The results are presented in table-7.

Table-7

Summary of 2 x 2 Factorial Design of two variables treatment and sectors

Source of Variance	SS	df	MSS	F
Treatment	17761.6	1	17761.6	39.4*
Sector	63955 2	3	21318 4	47 3*
Interaction	8941.3	3	2980.4	6.6*
Between Groups	90658.1	7	12951.1	28 7
Within Groups	266623.4	592	450.3	

*Significant at .01 level

The F values for variable sector was 47.3 and for treatment was 39.4 and sector X treatment 6.6 all significant at 01 level

Since there was interaction between Sector and Treatment a further probe was made to examine the Sectorwise mean differences It appears from the Tukeys Test (post ANOVA) that children in the experimental group from Sectors I and III did not benefit from the radio exposure, whereas those from Sectors II and IV benefited significantly from the intervention.

Table-8

Summary of Sectorwise mean difference

Sector	Experimental Group Locality	Control Group Locality	Mean Scores
1.	Station X = 116.9	Nayapura X = 116.1	116.5
2.	Ladpura X = 138.8	Chawni X = 120.5	129.5
3.	Vigyan Nagar X = 144.4	Sakatpura X = 137	140.7
4.	Rampura X = 123.9	Dadawadi X = 106	115

Sector I includes the areas, Station and Nayapura which have a mixed population n terms of socio-economic status With part of population being from the middle lass, the children are likely to be better exposed to a stimulating environment imilarly, in Sector-III, which includes Vigyan Nagar and Sakatpura, the parents of hildren coming to anganwadis mostly work as domestic help in the homes of the government officers living in these colonies or as class IV employees These children, having the opportunity of living in a more affluent neighbourhood, also have the advantage of a more stimulating environment. Possibly the impact of the intervention was therefore less in these sectors.

Sector II and IV include Ladpura, Chawani, Rampura and Dadawadi which has a larger population of labourers and small time traders etc Probably the children being from a more deprived background in these sections benefited more from the intervention.

15.2 Observations of Anganwadi Workers and Teachers of classes 1 and 2

(1) Direct observations :

The observations revealed that the workers and teachers.-

- became more regular and punctual;
- showed improvement in their teaching styles, with special emphasis on use of indigenous, inexpensive and waste material;
- demonstrated more interest in playway method of teaching/learning;
- showed greater concern and tolerance for children, and were more open to children's interest and needs.
- demonstrated better voice modulation in conversation and story telling
- demonstrated interest in fostering creativity in children through art activities.

(II) Analysis of the letters received from the Anganwadi Workers.

A total number of 101 letters were received from anganwadi workers and the contents of these letters were analysed.

Kinds of letters received

Letter of appreciation	60.40%
letters of Criticism	18.81%
Letters of Suggestions	20.80%

It was found that a maximum number of letters were in appreciation of all the programmes, mentioning that the children liked the programmes and enjoyed the stories, songs and games They also appreciated the fact that the language used was simple and sentences being short were grasped easily by the children. The messages on health and hygiene were found to be of great educational value.

Some letters were of criticism and contained complaints like not receiving guide books on time or that the address at the end of the programme was read out too fast and was not repeated. It was also felt by some anganwadi workers that some specific programmes on science concepts were difficult for anganwadi children. In a few programmes the recording was also not very clear.

Letters of suggestions emphasised the need to.-

- increase the time of broadcast;
- read the address slowly and repeat it twice;
- include programmes on birds, tree and moral values;
- broadcast programmes according to the schedule only:
- avoid repetition of a programme twice to prevent monotony.

1.5.3. Results of the Audience Survey:

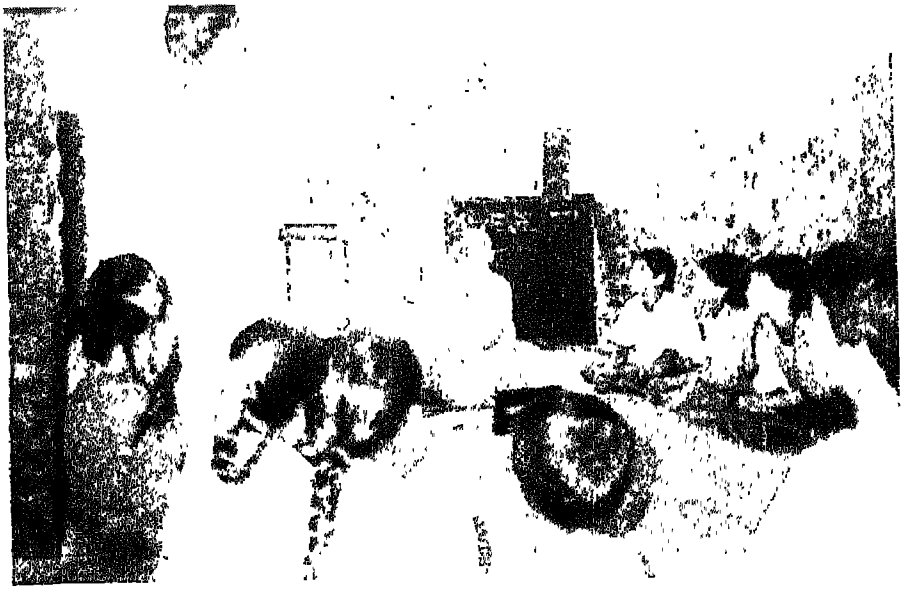
To study the impact of the radio programme "KHILTE PHOOL" an Audience Survey was conducted in Kota City. In total 2,400 families were surveyed Of these, 1,524 families had radio sets but only 953 families had listened to the radio programmes.

The families surveyed were categorised according to their monthly income. Maximum number of families listening to KHILTE PHOOL belonged to the income bracket of Rs. 501 to 1,000/- and the lowest number of listeners belonged to income bracket of Rs. 2,000/- and above.

The feedback from the audience survey indicated that 61% of the families found the programmes 'interesting', "engrossing" and entertaining. 24% of the families found the programmes of 'educational value' since they helped children understand many concepts and enhanced their knowledge Parents also felt that the children's attention span had widened.

Interestingly, out of the 953 families that had listened to the programme 'KHILTE PHOOL', 36.6% could not even recall the name of a single programme out of the 104 programmes broadcast, 31.06% recalled 1-2 programmes, 13.54% recalled 3 programmes, 11.5% could name 4 programmes, 6.4% could name 5 programmes and only. 84% could name more than 5 programmes.

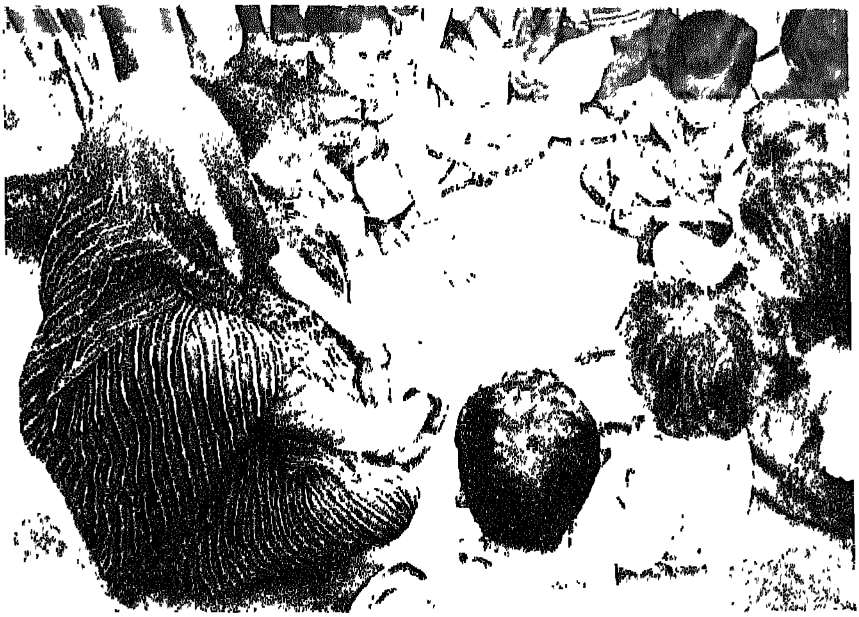
The evaluation indicated a positive change in the daily curriculum of the anganwadi centres and a remarkable increase in the daily attendance of the children which was attributed to the audio intervention. A distinct confidence and clarity in verbalisation by the children were also observed. According to the anganwadi workers



the children's tendency to ask questions and participate in discussions had substantially increased It was also observed that there were striking changes in the anganwadi workers. The language they used, the pauses and voice modulations when they addressed the children were seen to approximate those used by the narrator in the audio programmes

SUMMARY

Children between the age range of 3 to 8 years attending anganwadi centres and classes 1 and 2 of primary schools of Kota were introduced to a daily broadcast of children's programme 'KHILTE PHOOL' from AIR, Kota The programmes were produced by Children's Media Laboratory, NCERT, New Delhi. With each programme guide books were distributed to anganwadi workers and teachers of classes 1 and



2, which described the pre-and post-broadcast activities to be conducted with children. Initial and refresher training was given to personnel at all levels in this context. One day monthly meetings were organised sectorwise, which helped in solving the day to day problems of the anganwadi workers.

The audio programmes were produced keeping in view the age, interest and educational needs of the children, with the objective of:-

(a) promoting learning through playway method.

(b) promoting cognitive skills, awareness of the immediate environment and cultural heritage among children and;

(c) enhancing listening skills and vocabulary of children.

The intervention lasted for a period of 12 continuous months. Objective based evaluation was undertaken of the study. The summarized results are presented in a tabulated form.

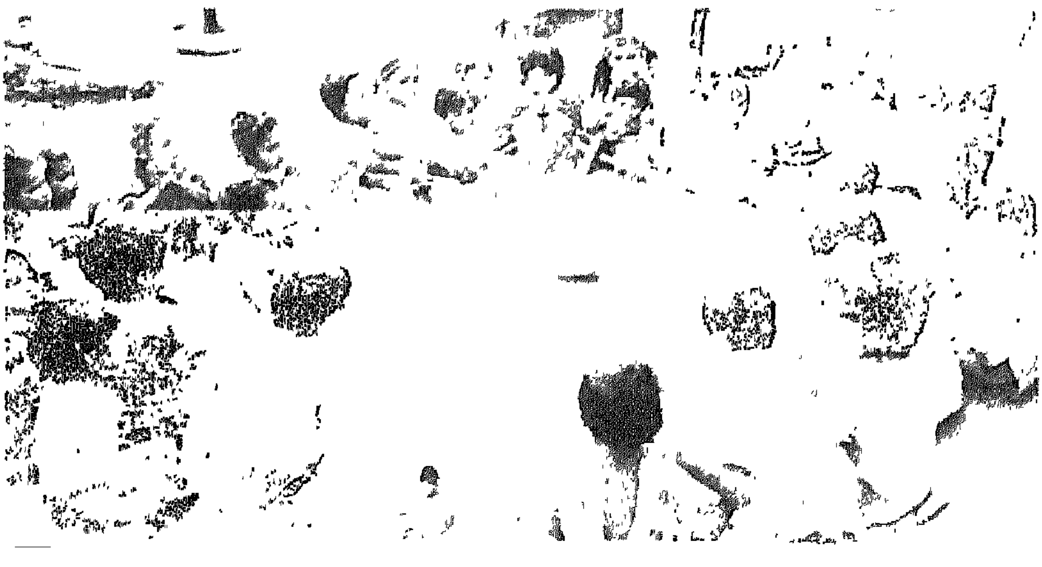
Specific objectives	**Outcome after a year's intervention**
(a) To improve listing skills of children	Exposure to the radio programme increased the attention span and concentration power of children. It was found that children listened attentively and were keenly interested in the programmes.

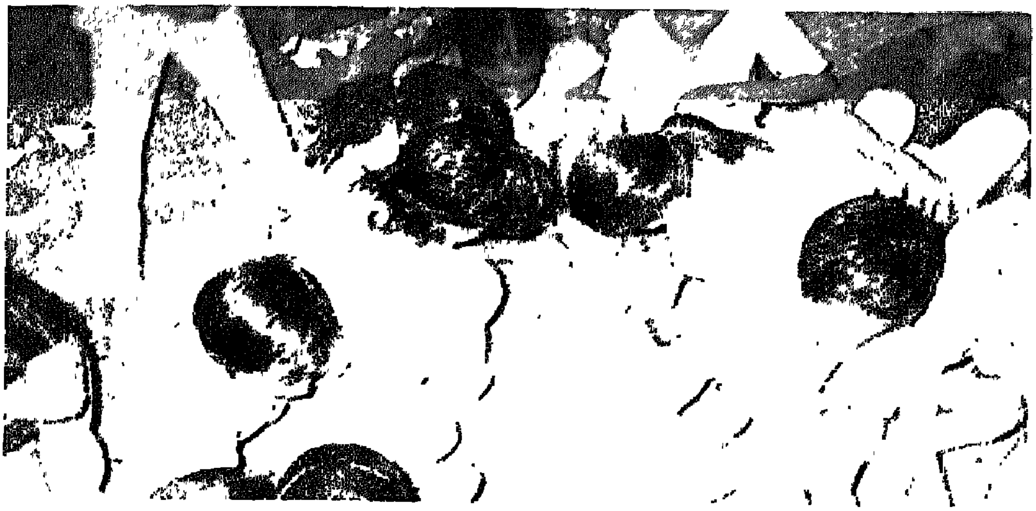
(b) To enhance the Vocabulary of children and improve their oral expression.	Children who were treated to the intervention programme were found to be more articulate and possessed a larger vocabulary.
(c) To promote cognitive skills in children such as, sequential thinking, problem solving and concept formation.	Children exposed to 'KHILTE PHOOL' demonstrated keener interest and curiosity regarding activities conducted in the centre/ school. They demonstrated superior cognitive skills such,as skill of sequential thinking and problem solving and gave evidence of greater clarity in concept formation as compared to children not exposed to the programme
(d) To inculcate in children an awareness of their immediate environment	It was found that children of the experimental group were more aware of their immediate environment
To develop in children an awareness of their cultural heritage	Children were found to be more conscious and aware of the cultural heritage through participation in celebration of local and national festivals.
(f) To develop in teachers/anganwadi workers skills to use playway and activity method in teaching young children.	Observations of anganwadi workers/teachers showed improvement in their teaching styles. Organised small and large group activities for children were more visible
) To develop in teachers/ anganwadii workers a positive attitude towards disadvantaged children and interact with children more actively.	It was noticed that teachers and anganwadi workers become more sensitive to the needs of disadvantaged children They encouraged children to participate in different activities and often litued sympathetically to children's problems They also tried to remove behavioural problems in children like aggression and negativism

CONCLUSION:

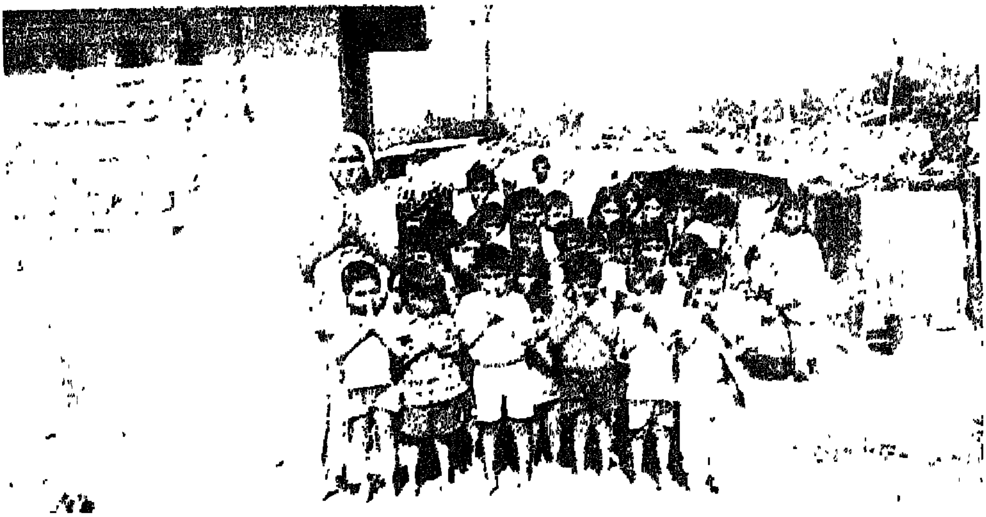
The study, in no uncertain terms, established the potential of radio as a powerful medium for providing enriching experiences to the underprivileged children and in strengthening the teachers and anganwadi workers competencies It is now imperative that as a follow up of this pilot work similar efforts are extended to other regions and states also to cover as many anganwadis and lower primary classes as possible Immediate action is needed for "To child we cannot answer 'tomorrow' her name is `to-day".

USE OF PLAY-WAY AND ACTIVITY METHOD IN TEACHING





POSITIVE ATTITUDE TOWARDS DISADVANTAGED CHILDREN



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